

IOWA ARTIST **Caroline Trumpold**
TITLE **Family Quilting Traditions**
GRADE LEVEL
Elementary | Middle | High School

These lesson plans are designed for art educators to adapt to the needs of their individual classes.

INFLUENCED BY
Family Traditions
Amana Culture

MATERIALS
Index stock for creating stencils
Paper and pencils for sketches
Scissors or knife for cutting stencils



Iowa artist Caroline Trumpold
Transferring a quilt pattern to fabric, 2008

LESSON PLAN: ELEMENTARY | MIDDLE | HIGH SCHOOL **Caroline Trumpold**

OVERVIEW

Trying to do something different with a traditional art form has inspired folk artist Caroline Trumpold. Influenced by an artistic family and the culture of her upbringing, her quilt making is centered on strong traditions. The design templates Ms. Trumpold uses in her work were inherited from her grandmother and have instructions written in German. Family traditions inspire her also. As a young woman preparing to marry, Caroline Trumpold remembers receiving two quilts in celebration of the marriage as was the tradition. In this lesson students will create their own quilt pattern to represent their family traditions or a tradition they would like to start.

Preview Caroline Trumpold's **Biography, Video Synopsis, Video** and **Images** of her work on the Iowa Arts Council web site www.iowaartscouncil.org/ and select resources appropriate for your adaptation of this lesson. Have students locate the artist's place of residence on an Iowa map.

DISCUSSION QUESTIONS

- What inspires and influences Iowa artist Caroline Trumpold?
- How does Iowa artist Caroline Trumpold inspire you?
- What else inspires and influences you and your artwork?

INTRODUCTION

The teacher will begin with sharing a family tradition and how this tradition has influenced his/her life. Invite students to reflect on their family traditions and how these traditions have influenced their lives. A gift of quilts to celebrate a wedding influenced Iowan Caroline Trumpold's artistry.

Show students the video clip of Caroline Trumpold and ask them to look for the patterns she uses in creating her quilts. Following the clip, request that students share their reflections about this artist. Discuss the Amana colonies and traditions of the Amana culture. Students may want to do further research on the Amana way of life.

INSTRUCTIONAL OBJECTIVES

Students will:

- connect traditional quilting patterns to their purpose or meaning
- differentiate between whole cloth quilting and block quilting
- create a quilting pattern to represent their family or a family tradition
- connect the internal artist to the works of Caroline Trumpold and through creating a quilting square

PROCEDURES

1. Show students the video of Ms. Trumpold and ask students to watch for the artist's techniques, what inspires and influences the artist and what inspires them about the artist's work. Have the students watch for the stencils used to make the quilting patterns.
2. Discuss the students' reflections and connections to Ms. Trumpold's folk art. Have students locate the Amana Colonies on an Iowa map and ask students how this location may affect the type of artistry chosen by this artist.

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IOWA'S
CULTURAL
+
ARTISTIC
LEGACY
EVOLVES

Influence + Inspiration

LESSON PLAN: ELEMENTARY | MIDDLE | HIGH SCHOOL
Caroline Trumpold



3. Share with students a variety of quilting patterns and information about these patterns. Demonstrate to students how stencils are used repeatedly to make the quilt pattern.
4. Brainstorm motifs that might represent family traditions or family in general. The list could include family events, traditions, etc.
5. Ask students to sketch a design for a quilting pattern that represents a specific theme, their family or something that inspires them.
6. Once this is drawn, have students make stencils to use to transfer the pattern onto paper or cloth.
7. This lesson might conclude with a completed quilting design transferred from stencil to paper and finished with color. Some teachers may extend the experience to have students transfer their designs to cloth and actually do the quilting. The teacher may also want to invite guest speakers from the community to talk about their quilts and the process they use.
8. Culminating discussion might include: how this artist or technique has inspired students, reflections about the technique and the inspiration for the artwork of each student.

RESOURCES

Internet

www.iowaartscouncil.org/programs/folk-and-traditional-arts/iowa-roots/season-two/caroline-trumpold.shtml

Background on Amana traditions in quilting and video of Ms. Trumpold quilting

www.iowaartscouncil.org/programs/folk-and-traditional-arts/iowa-roots/season-two/caroline-trumpold.shtml

Caroline's Iowa Roots interview

www.carolhurst.com/subjects/quilts.html

Multiple sources of children's literature about quilts

www.quilting.about.com/od/quiltblockconstruction/ss/patchwork_block_3.htm
Quilting patterns

www.uni.edu/iowaonline/folklife/4/1/handouts/01.pdf

Information on Iowa quilters and their traditions

www.uni.edu/iowaonline/folklife/4/1/index.htm The background of quilting

www.amanacolonies.com/history.htm

Historical information on the Amana Colonies.

Images

www.folkartmuseum.org/

Online images from folk art museum

Literature

www.carolhurst.com/subjects/quilts.html

Multiple sources of children's literature about quilts

Time and Tradition by Caroline Trumpold and Gordon Kellenberger
Curricular materials for K-12

National Standards | Iowa Standards

1. Understanding and applying media, techniques, and processes
2. Using knowledge of structures and functions
3. Choosing and evaluating a range of subject matter, symbols and ideas
4. Understanding the visual arts in relation to history and cultures
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others
6. Making connections between visual arts and other disciplines